The EIS Simulation

A Computer-based Organisational Change Simulation

Trainer Manual

1) Introduction: When and how to use The EIS Simulation

1.1 Logistics

2) The Trainer's Role: Introducing the Simulation

2.1 Motivating the Participants

2.2 Remarks on the User Interface

2.3 Strategy Planning

2.4 Time Frame and Handouts

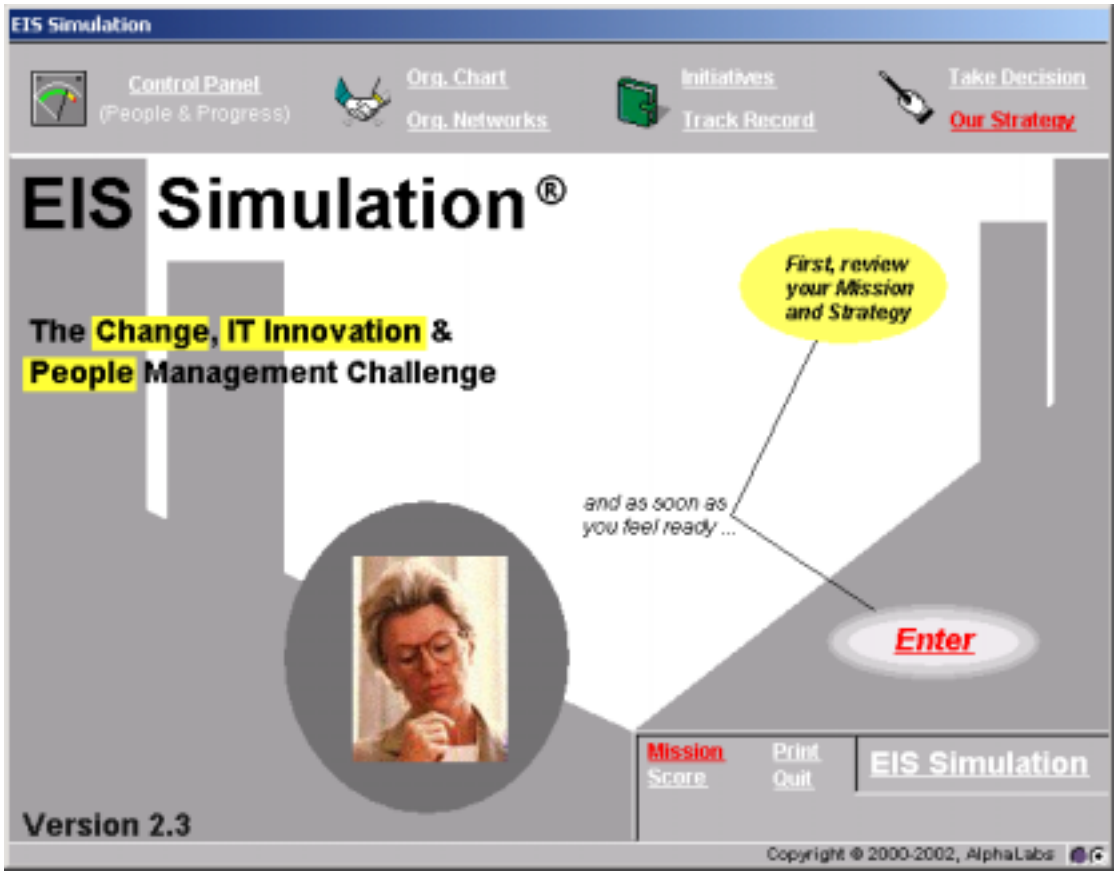
3) Trainer's Role during the Simulation

4) Successful Debriefing Sessions

4.1 Relevant Discussion Topics

4.2 Summary of "Traps"

5) Bibliography



©Alphalabs 2000- 2002

1. Introduction: When and how to use The EIS Simulation

In today's complex business environment, organisations cannot avoid innovating, and implementing change has become one of the key tasks of managers. On the other hand - as everybody who has tried to introduce innovations and change in organisations knows by experience - managing change processes and making new things happen is often a difficult, lengthy and sometimes frustrating process. One has to expect resistance from those who think they might lose something (power, influence, opportunities, control etc.), from those who simply do not understand the implications of the proposed innovations, from those who lack trust in the "change agents", and from many other sources of passive or active internal resistance.

This computer-based simulation aims at providing a flexible tool to experience - in a risk-free environment - a change process and to stimulate productive group discussions on this subject. It is particularly suited to:

- Complement any training programme exposing managers to new concepts, techniques and systems by helping them to understand **the practical implications** of implementing new ideas (new management techniques, new accounting methods, new marketing strategies, new communication styles, new work processes and reporting procedures etc.) in their working environments and organisations. In this context, The EIS Simulation can be used at the end of training programmes of different kinds to make managers aware of the difficulties they might encounter in implementing the new ideas they have learned, and to discuss and develop appropriate strategies.

- Expose managers and employees in general to the dynamics of change processes in order to stimulate a better understanding and a more **positive attitude towards change**.

- Help managers, in specific training sessions, to **become more efficient "change agents"** and to use Organisational Development initiatives appropriately.

- Involve **project teams** appointed to implement major changes in an organisation (such as the adoption of new information, communication or reporting systems) in an informed discussion of problems they might encounter and in the development of appropriate implementation strategies, whilst taking into consideration factors such as resistance to change, power redistribution issues generated directly or indirectly by the proposed innovation, and realistic resource planning for the change process.

This Trainer Manual provides information and suggestions on how to use The EIS Simulation to achieve one or more of the objectives listed above. It also provides ideas for developing transparencies, handouts and other material the trainer might use in the introductory session, during the simulation, and in the debriefing session that follows the simulation, as well as a set of literature references.

©Alphalabs, 2000-2002

1.1 Logistics

The Process

Using The EIS Simulation requires the allocation of at least 3 time slots:

- The Introductory Session (60 - 90 minutes)
- The Simulation (2 h minutes - 2 h 30 minutes) including first 15 mn for Strategy building in Teams and last 15 mn for Team Debriefing
- The Debriefing Session (90 minutes - 120 minutes)

The timing for the introductory and debriefing sessions is only indicative and strongly depends on the size of the group as well as on other pedagogical objectives associated with the Simulation (e.g. the trainer might plan the in-depth development of a company-specific implementation strategy as a follow-up to the general debriefing session).

Prior to the Introductory Session, it is advisable to ask the participants to spend 15 to 30 minutes reading the User Manual.

The Participants

Participants should be put in groups of 2 to 5 persons and the different groups should be located if possible either in a large room or in adjacent cubicles from where they will not disturb or interfere with each other. A complete sound isolation is not necessary. On the contrary, our experience shows that being able to hear sounds coming from other groups (both human- and computer-generated) and getting a feeling about the performance of other groups can have a very stimulating effect.

The Hardware and Software

The EIS Simulation is a multimedia software running on PCs (except the old SE and Plus models given their small screen). Computers or laptops with colour screens are recommended, as the simulation includes different colour graphics and pictures. Soundcards are necessary as the simulation makes extensive use of sound.

The software should be loaded following the instructions in the Administrator Manual.

The Handouts

Given that the computers are not necessarily connected to printers and printing might take time, it is advisable to give to each group a set of paper handouts they can use to take notes during the simulation and to fill in the Final Overview Sheet the participants can use in the debriefing session to discuss their experience.

©Alphalabs, 2000-2002

2 The Trainer's Role: Introducing the Simulation

A brief introduction should be given to the participants before they split into groups and start the simulation. The objectives of this introduction are:

- To motivate the participants
- To briefly explain how to operate the user interface
- To communicate the time frame and explain the handouts

2.1 Motivating the Participants

The trainer can start the session with a brief talk on the importance of change in organisations and the fact that innovation is not always a smooth process. The participants should be told that The EIS Simulation provides an opportunity to experience the difficulties (and pleasures) of introducing a major change in an organisation in a risk-free way. They should be motivated to feel like real "change agents" (or teams of change agents) with a clear mission and with limited resources (6-months time, a set of tactics they can implement).

It is very important at this stage to have the participants understand clearly their role and what is expected of them. This can be done efficiently by going with them through the 4 screens (included in the help system) describing the context in which they are going to operate (Figure 1), their mission (Figures 2&3) and some advice on how to go about implementing it (Figure 4).

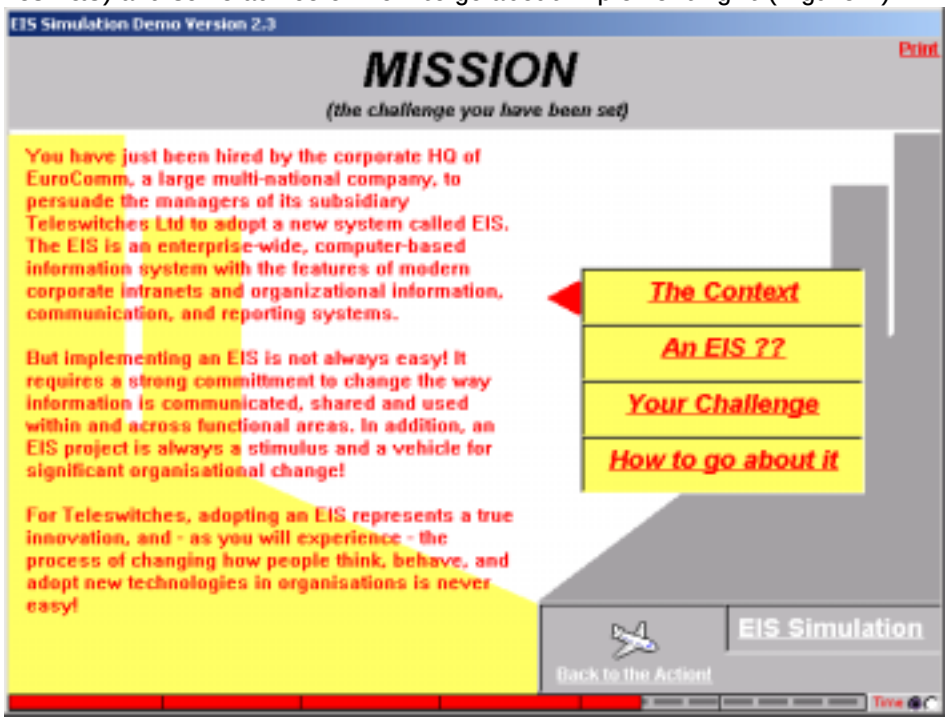

EIS Simulation Demo Version 2.3
Print
MISSION
(the challenge you have been set)
You have just been hired by the corporate HQ of EuroComm, a large multi-national company, to persuade the managers of its subsidiary Teleswitches Ltd to adopt a new system called EIS. The EIS is an enterprise-wide, computer-based information system with the features of modern corporate intranets and organizational information, communication, and reporting systems.
But implementing an EIS is not always easy! It requires a strong committment to change the way information is communicated, shared and used within and across functional areas. In addition, an EIS project is always a stimulus and a vehicle for significant organisational change!
For Teleswitches, adopting an EIS represents a true innovation, and - as you will experience - the process of changing how people think, behave, and adopt new technologies in organisations is never easy!
The Context
An EIS ??
Your Challenge
How to go about it
EIS Simulation
Back to the Action!

Figure 1

©Alphalabs, 2000-2002

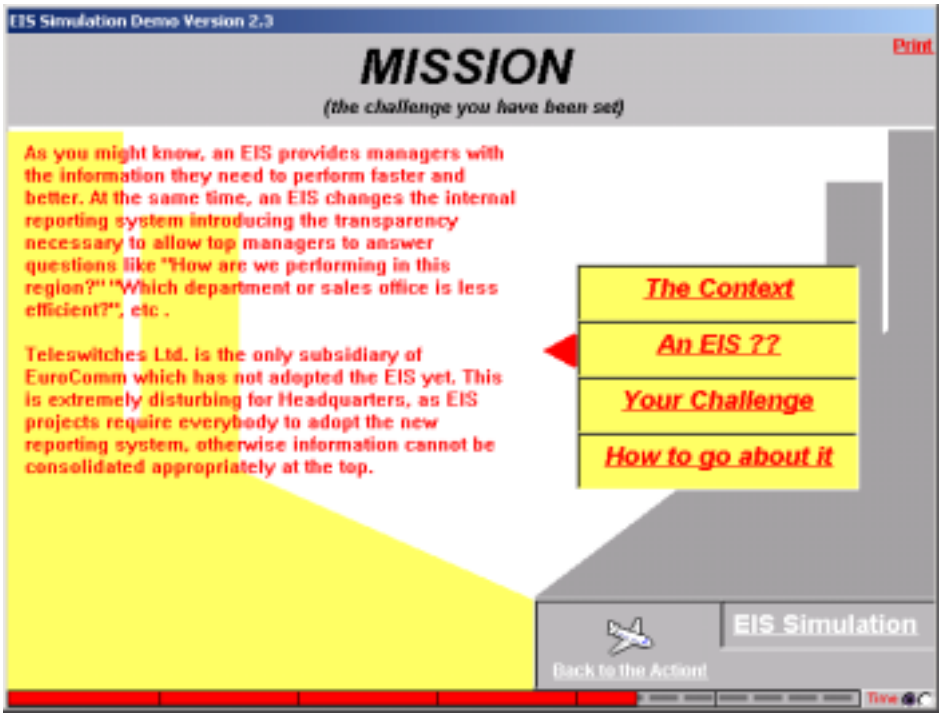

EIS Simulation Demo Version 2.3
MISSION
Print
(the challenge you have been set)
As you might know, an EIS provides managers with the information they need to perform faster and better. At the same time, an EIS changes the internal reporting system introducing the transparency necessary to allow top managers to answer questions like "How are we performing in this region?" "Which department or sales office is less efficient?", etc .
Teleswitches Ltd. is the only subsidiary of EuroComm which has not adopted the EIS yet. This is extremely disturbing for Headquarters, as EIS projects require everybody to adopt the new reporting system, otherwise information cannot be consolidated appropriately at the top.
The Context
An EIS ??
Your Challenge
How to go about it
EIS Simulation
Back to the Action!

Figure 2

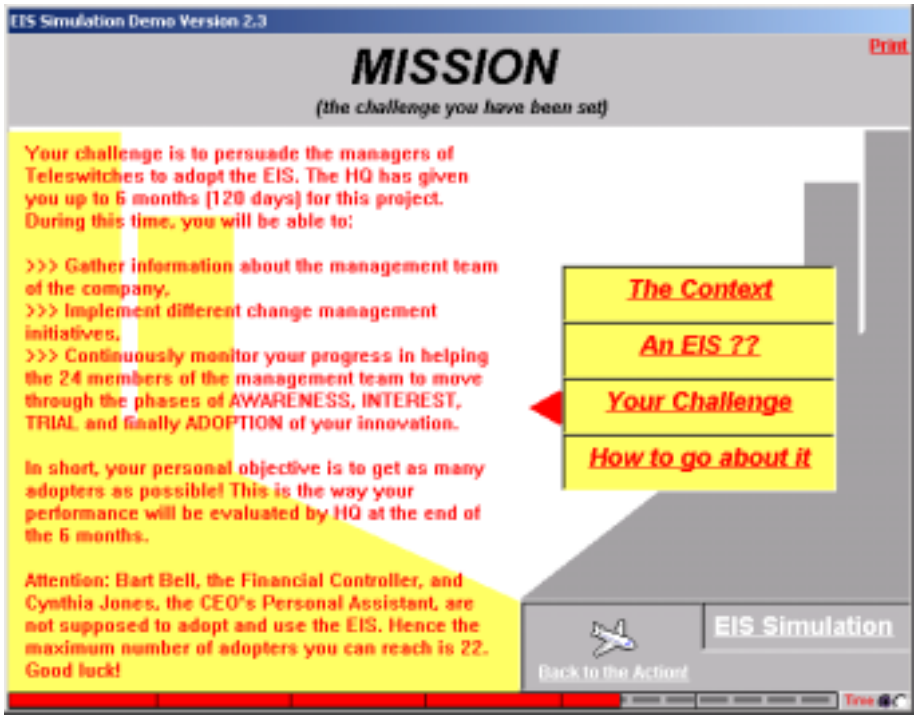

EIS Simulation Demo Version 2.3
MISSION
Print
(the challenge you have been set)
Your challenge is to persuade the managers of Teleswitches to adopt the EIS. The HQ has given you up to 6 months (120 days) for this project. During this time, you will be able to:
>>> Gather information about the management team of the company.
>>> Implement different change management initiatives.
>>> Continuously monitor your progress in helping the 24 members of the management team to move through the phases of AWARENESS, INTEREST, TRIAL and finally ADOPTION of your innovation.
In short, your personal objective is to get as many adopters as possible! This is the way your performance will be evaluated by HQ at the end of the 6 months.
Attention: Bart Bell, the Financial Controller, and Cynthia Jones, the CEO's Personal Assistant, are not supposed to adopt and use the EIS. Hence the maximum number of adopters you can reach is 22. Good luck!
The Context
An EIS ??
Your Challenge
How to go about it
EIS Simulation
Back to the Action!

Figure 3

©Alphalabs, 2000/2001

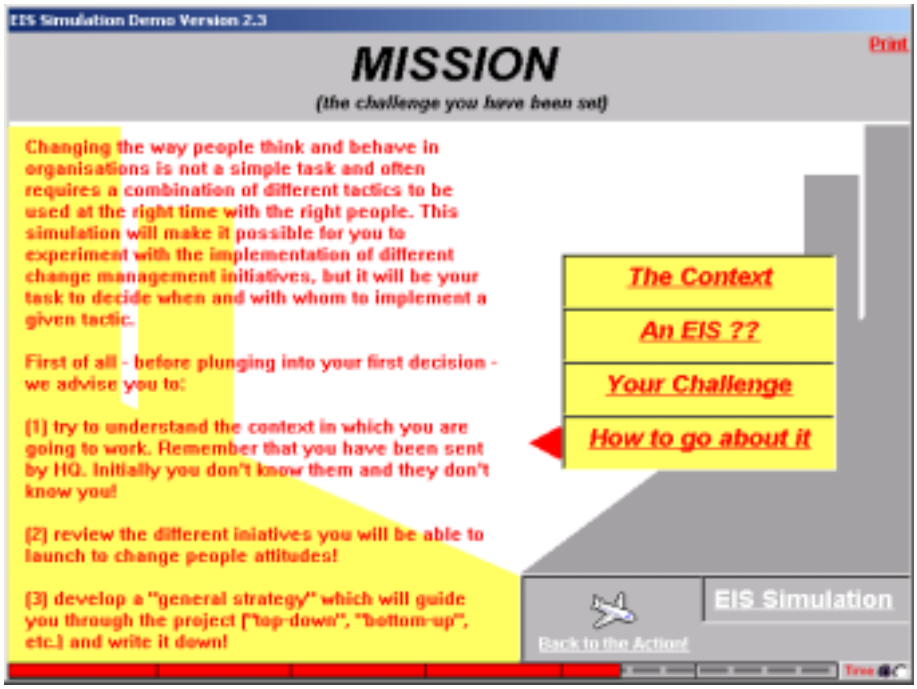

EIS Simulation Demo Version 2.3
MISSION
(the challenge you have been set)
Print
Changing the way people think and behave in organisations is not a simple task and often requires a combination of different tactics to be used at the right time with the right people. This simulation will make it possible for you to experiment with the implementation of different change management initiatives, but it will be your task to decide when and with whom to implement a given tactic.
First of all - before plunging into your first decision - we advise you to:
(1) try to understand the context in which you are going to work. Remember that you have been sent by HQ. Initially you don't know them and they don't know you!
(2) review the different iniatives you will be able to launch to change people attitudes!
(3) develop a "general strategy" which will guide you through the project ("top-down", "bottom-up", etc.) and write it down!
The Context
An EIS ??
Your Challenge
How to go about it
EIS Simulation
Back to the Action!

Figure 4

Displaying the four screens of Figures 1, 2, 3 and 4 also makes it possible for the trainer (if enough time is available) to discuss in more detail the following issues:

©Alphalabs, 2000-2002

- **What is an EIS?**

Explain clearly that in this particular case their mission is to introduce an Executive Information System, but that what they will experience in using the simulation is based on innovation studies in general. This means that similar dynamics would also take place if they tried to introduce other types of innovations such as a new management style (e.g. Management by Objectives), a new accounting approach, a new marketing strategy, etc..

Explain that in this case we use the example of an EIS because such systems:

(1) Are becoming increasingly popular in organisations.
(2) Are a concrete example of an innovation which has a tangible impact on the way managers work, gather, share and process information, and communicate.
(3) Are not always very easy to implement even if technically sound (the participants might be asked to guess why).

In general, EIS are particularly interesting, as they support managers in efficiently gathering relevant information on which to base decisions which will in turn lead to action (see Figure 5). Specific references on the nature and impact of Executive Information and Decision Support Systems can be found in references [1, 5, 7, 11, 13, 14, 17, 20, 21] together with articles discussing the complexity of the EIS implementation process in organisations [2, 6, 8, 9, 12, 15, 26, 27].

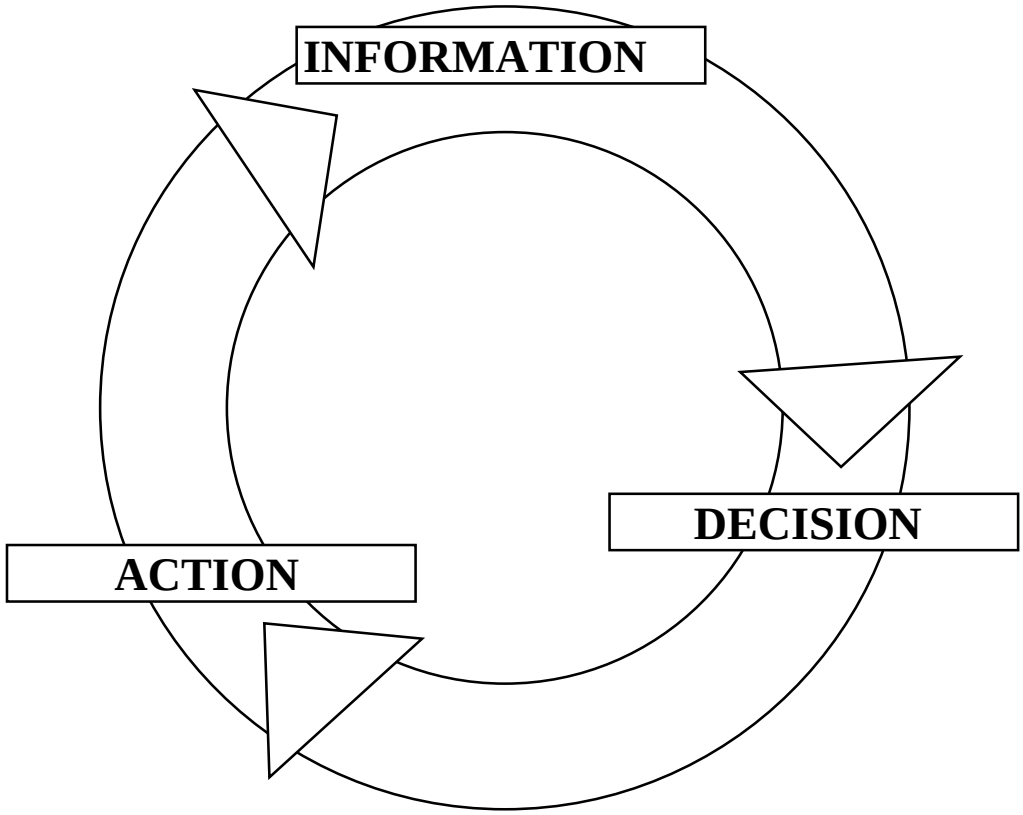


Figure 5

©Alphalabs, 2000-2002

- **What are the different initiatives one can use during the 6 simulated months?**

The Organisational Development literature provides many references to initiatives used to introduce and spread change in organisations (see e.g. [3, 4, 10, 16, 18, 19, 22, 24, 25]). At this stage, the trainer should simply explain that each manager represented in Figure 5 will have to go through different stages before becoming an adopter (Awareness, Interest, Trial). As described in [16], " ... adoption of change moves in a series of well-defined stages. The first stage is AWARENESS, in which the individual is alerted to the existence of something new. Next is the INTEREST stage, in which the individual gathers information and an aroused level of curiosity. This is followed by the APPRAISAL/TRIAL stage, in which the new idea is tried out in a trial operation. The final stage is ADOPTION, in which the individual incorporates the innovation as a part of the resources he or she uses on the job. It is an orderly process through which all individuals must pass who become adopters."

Also explain that the participants will be able to influence the attitude of the managers through the implementation of different information gathering or Organisational Development initiatives. Remind them that people vary in terms of the speed with which they move through the 4 stages mentioned above, and that one of the major challenges they will have to face is to match the initiatives they select against what they know about the characteristics of the person whom they are trying to influence and where that person is in the adoption process.

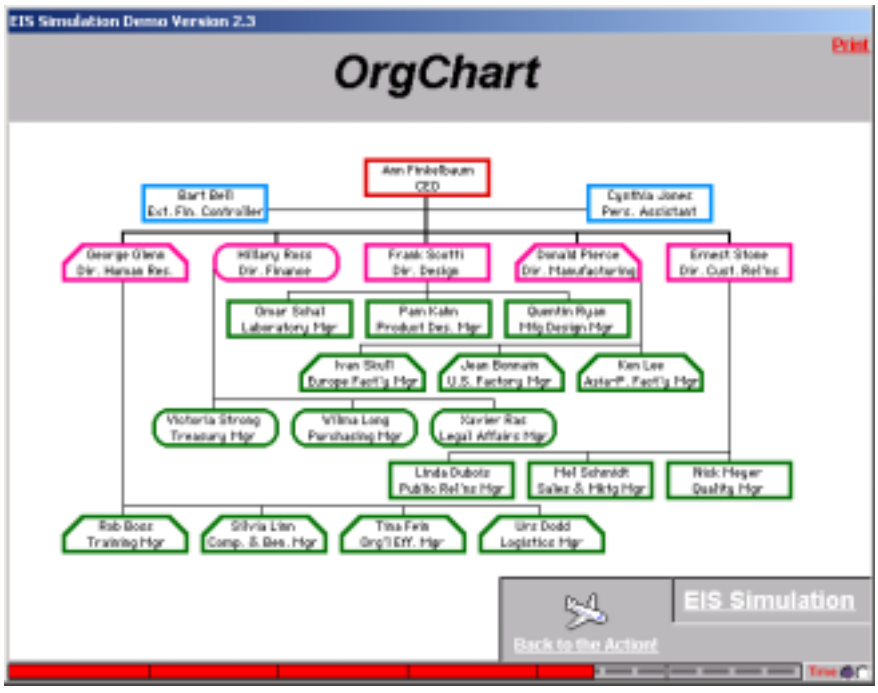


Figure 6

©Alphalabs, 2000-2002

An explanation of the different initiatives available to the participants using Figure 7 is often appropriate. Here, the trainer should point out that:

- the implementation of each initiative always requires some time investment.
- initiatives can be used more than once.
- some initiatives will require the specification of "parameters" (e.g. indicating which managers to send to a Management Training Programme)
- every time that an initiative is used, the system will provide an immediate feedback on the outcome (i.e. on the impact - positive or negative - this initiative had on different managers).
- initiatives should be used with a clear strategy in mind.

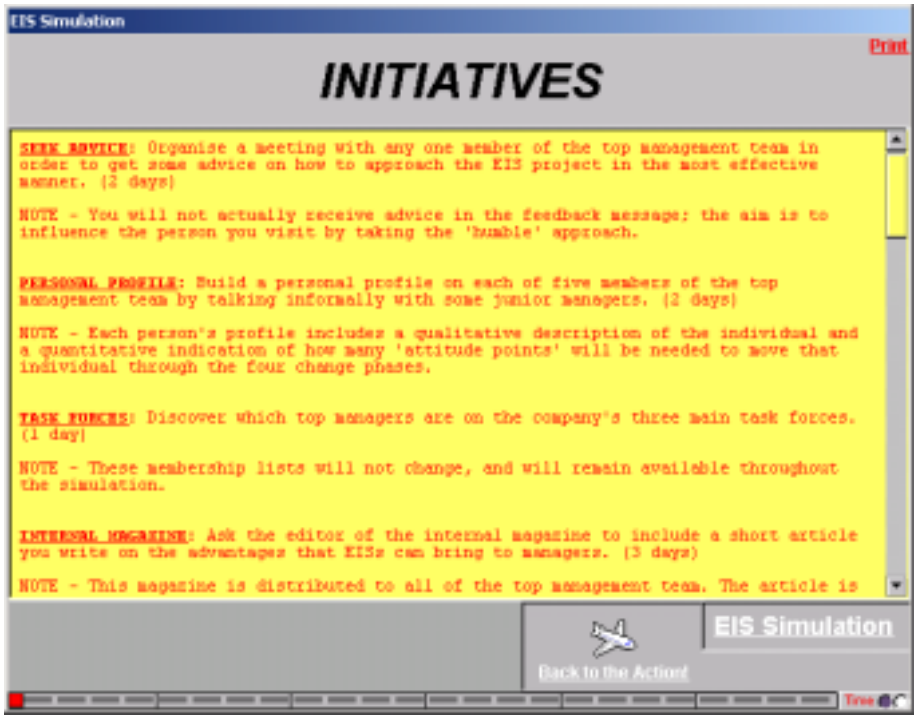

EIS Simulation
Print
INITIATIVES
SEEK ADVICE: Organise a meeting with any one member of the top management team in order to get some advice on how to approach the EIS project in the most effective manner. (2 days)
NOTE - You will not actually receive advice in the feedback message; the aim is to influence the person you visit by taking the 'humble' approach.
PERSONAL PROFILE: Build a personal profile on each of five members of the top management team by talking informally with some junior managers. (2 days)
NOTE - Each person's profile includes a qualitative description of the individual and a quantitative indication of how many 'attitude points' will be needed to move that individual through the four change phases.
TASK FORCES: Discover which top managers are on the company's three main task forces. (1 day)
NOTE - These membership lists will not change, and will remain available throughout the simulation.
INTERNAL MAGAZINE: Ask the editor of the internal magazine to include a short article you write on the advantages that EISs can bring to managers. (3 days)
NOTE - This magazine is distributed to all of the top management team. The article is
EIS Simulation
Back to the Action!

Figure 7

©Alphalabs, 2000-2002

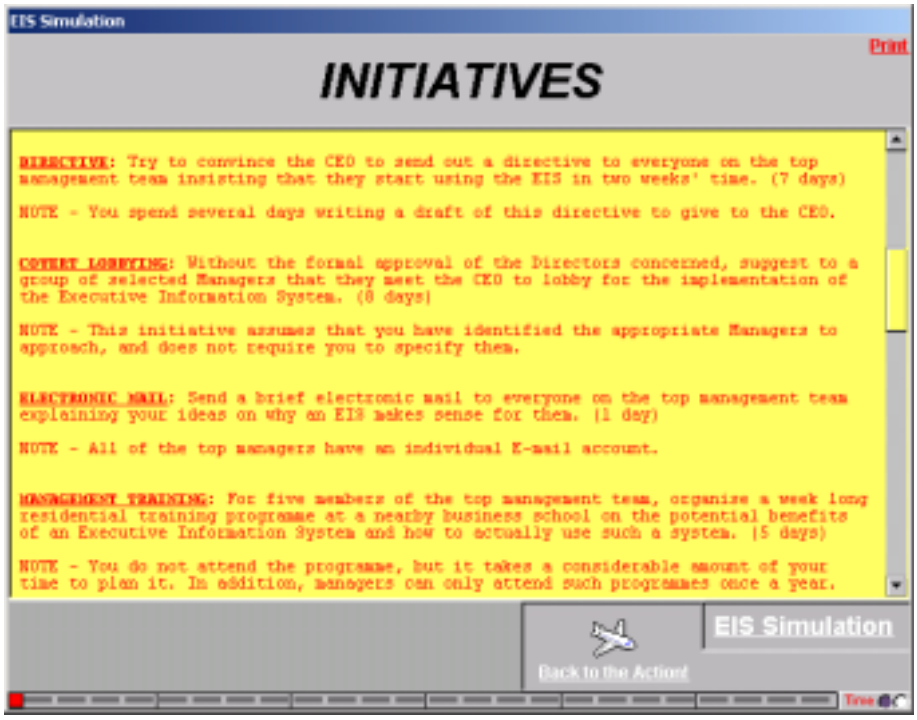

EIS Simulation
Print
INITIATIVES
DIRECTIVE: Try to convince the CEO to send out a directive to everyone on the top management team insisting that they start using the EIS in two weeks' time. (7 days)
NOTE - You spend several days writing a draft of this directive to give to the CEO.
COVERT LOBBYING: Without the formal approval of the Directors concerned, suggest to a group of selected Managers that they meet the CEO to lobby for the implementation of the Executive Information System. (8 days)
NOTE - This initiative assumes that you have identified the appropriate Managers to approach, and does not require you to specify them.
ELECTRONIC MAIL: Send a brief electronic mail to everyone on the top management team explaining your ideas on why an EIS makes sense for them. (1 day)
NOTE - All of the top managers have an individual E-mail account.
MANAGEMENT TRAINING: For five members of the top management team, organize a week long residential training programme at a nearby business school on the potential benefits of an Executive Information System and how to actually use such a system. (5 days)
NOTE - You do not attend the programme, but it takes a considerable amount of your time to plan it. In addition, managers can only attend such programmes once a year.
EIS Simulation
Back to the Action!

Figure 7 (cont'd)

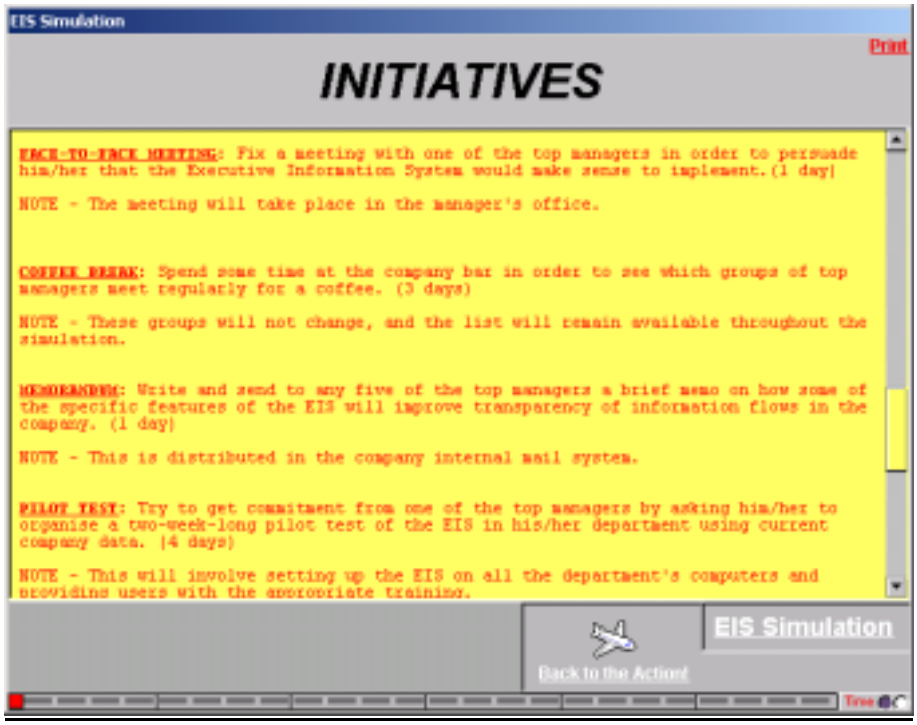

EIS Simulation
Print
INITIATIVES
FACE-TO-FACE MEETING: Fix a meeting with one of the top managers in order to persuade him/her that the Executive Information System would make sense to implement. (1 day)
NOTE - The meeting will take place in the manager's office.
COFFEE BREAK: Spend some time at the company bar in order to see which groups of top managers meet regularly for a coffee. (3 days)
NOTE - These groups will not change, and the list will remain available throughout the simulation.
MEMORANDUM: Write and send to any five of the top managers a brief memo on how some of the specific features of the EIS will improve transparency of information flows in the company. (1 day)
NOTE - This is distributed in the company internal mail system.
PILOT TEST: Try to get commitment from one of the top managers by asking him/her to organise a two-week-long pilot test of the EIS in his/her department using current company data. (4 days)
NOTE - This will involve setting up the EIS on all the department's computers and providing users with the appropriate training.
EIS Simulation
Back to the Action!

Figure 7 (cont'd)

©Alphalabs, 2000-2002

2.2 Remarks on the User Interface

The trainer can conclude the pre-simulation session with a couple of remarks on the user interface of The EIS Simulation. In general, even participants who are not computer literate find that the interface of the simulation is easy to understand and use. Three points come up often in this context, and the trainer might decide to mention them briefly (rather than answering questions later on).

- **Interpreting the "Control Panel"**

Anytime during the simulation, the participants can access a "Control Panel" (see Figure 8) by clicking on the "People" button located on the top left-hand side of the screen. This control panel provides an overview of the managers and their current attitude. Some of the managers might already be adopters, others might still be in the interest phase, etc. The red bars indicate which stage a particular manager has reached.

An indication of how difficult each manager may be to convince to adopt this change can be viewed by placing the cursor over the '**attitudes**' box. Information about '**attitudes**' is available only after a personal profile has been gathered about a particular manager. Participants will probably notice that the '**attitudes**' is not the same for all the managers. At this stage, it is advisable to simply explain that this reflects reality, as different people can be more or less resistant to change and thus harder or easier to convince. This topic will be discussed in more detail in the debriefing phase.

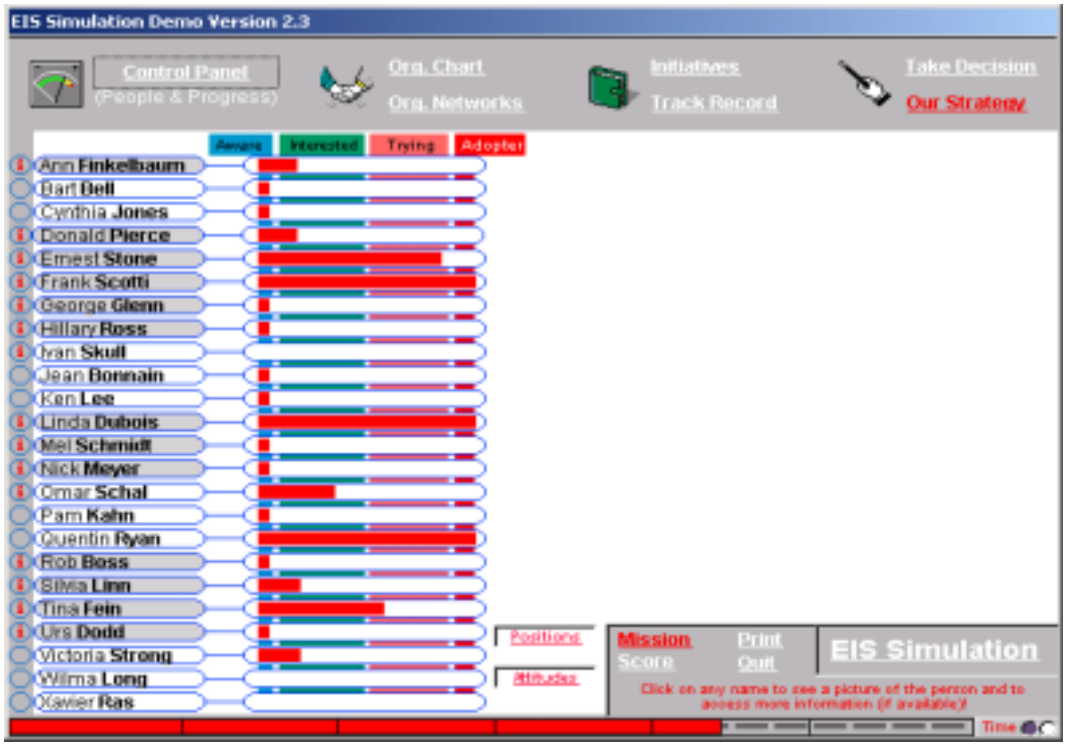


Figure 8

©Alphalabs, 2000-2002

- **Implementing Initiatives**

Explain clearly that the function of the " **Initiatives** " button located in the top right-hand corner of the screen is only to provide an overview of all the different tactics available to the participants. If they want to implement a given tactic, the participants will have to click on the "**Take Decision**" button. They will then be able to specify a given initiative, provide parameters (if necessary) and implement it, as illustrated in the example of Figure 9.

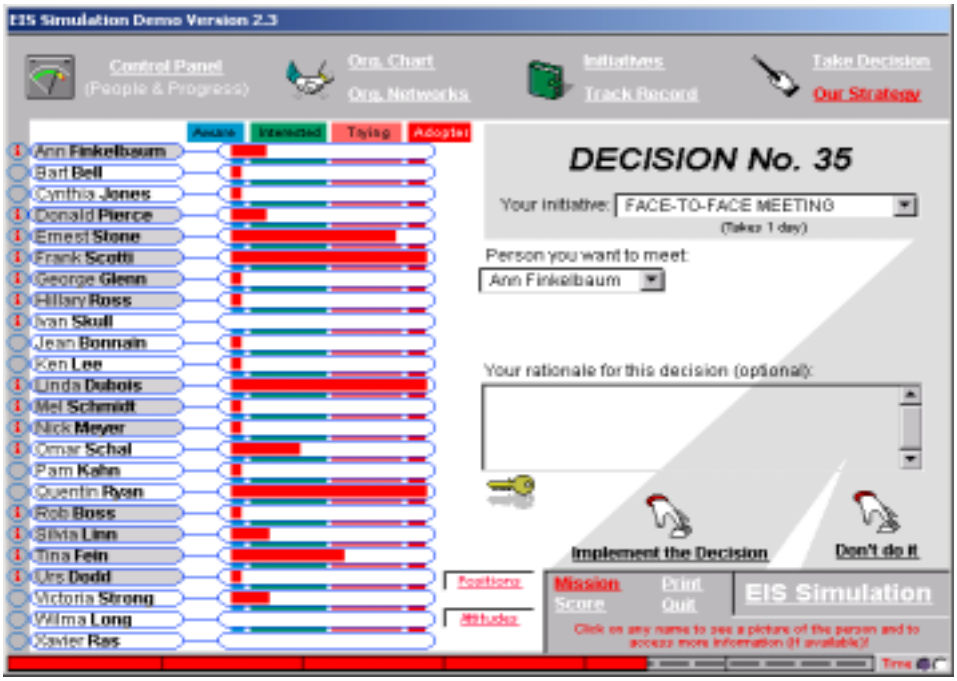


Figure 9

- **Using "Pop-up" menus**

The only interface elements that some participants might not be used to are the so-called "pop-up" menus. "Pop-up" menus are extremely easy to use, but a brief explanation is nevertheless appropriate.

A "pop-up" menu looks like a blank rectangle and is used for instance to indicate a tactic or the name of a manager. Instead of having to write in the rectangle, the participants should simply click on the rectangle and then keep the mouse button pressed for a few seconds. A list (menu) of all the possible choices (e.g. the names of all the managers or the list of all the initiatives) will then appear on the screen. By moving the mouse, the user will then simply indicate (like in a menu) which item in the list has to be selected. Encourage the participants to try out how "pop-up" menus work, and reassure them that everything they do with "pop-up" menus does not have any consequences as it is reversible (simply by clicking again on the rectangle and selecting another entry).

©Alphalabs, 2000-2002

2.3 Strategy Planning

Before starting the simulation, participants will be asked to fill in the Strategy (Figure 10) as well as putting the Team Members in order to be able to start the session.

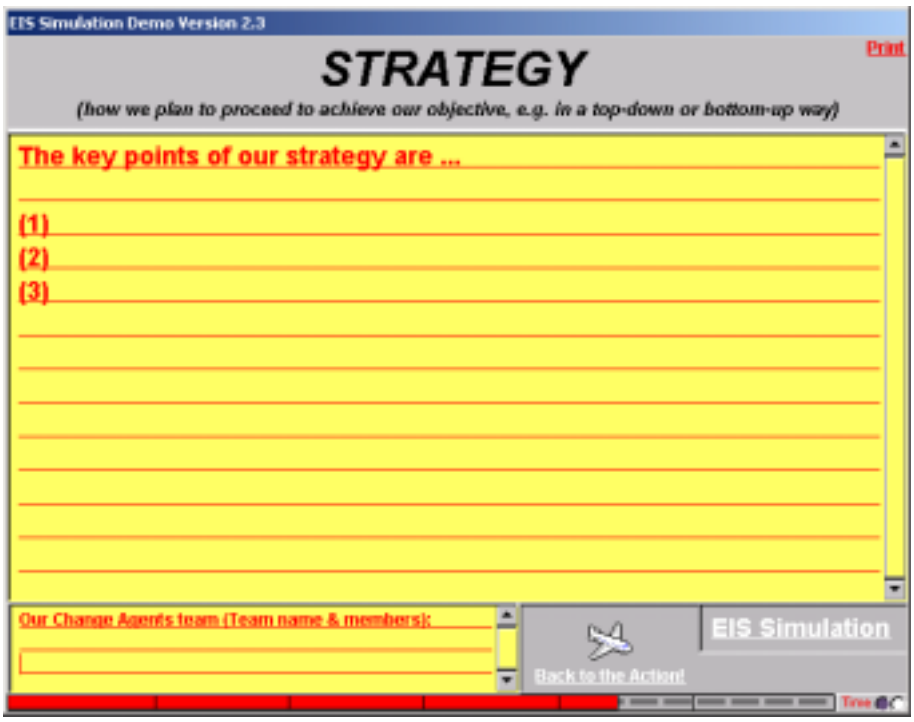

EIS Simulation Demo Version 2.3
STRATEGY
Print
(how we plan to proceed to achieve our objective, e.g. in a top-down or bottom-up way)
The key points of our strategy are ...
(1)
(2)
(3)
Our Change Agents team (Team name & members):
EIS Simulation
Back to the Action!

Figure 10

2.4 Time Frame and Handouts

Even though there is a possibility to print the Score page directly, given that the computers are not necessarily connected to printers and printing might take time, it is advisable to give to each group a set of paper handouts they can use to take notes during the simulation. Before sending out the groups to start the simulation, the trainer should:

- Advise the groups to spend the first 15 minutes developing and agreeing on an overall strategy, thus determining how they are going to approach the change process and the use of different initiatives (information gathering, meetings, etc.)

- Clearly indicate a time frame (e.g. 2 h 30 min) explaining that the last 5 minutes should be used to fill in the Final Overview Sheet or to print the Score Sheet if participants have possibility to do so.

©Alphalabs, 2000-2002

- Distribute the Final Overview Sheet (one per group) if printing is not possible and explain how they have to be filled in (by displaying the Score Page on their computers - clicking the "Score" button - and copying the 2 curves as well as the numeric score) as displayed in Figure 11.

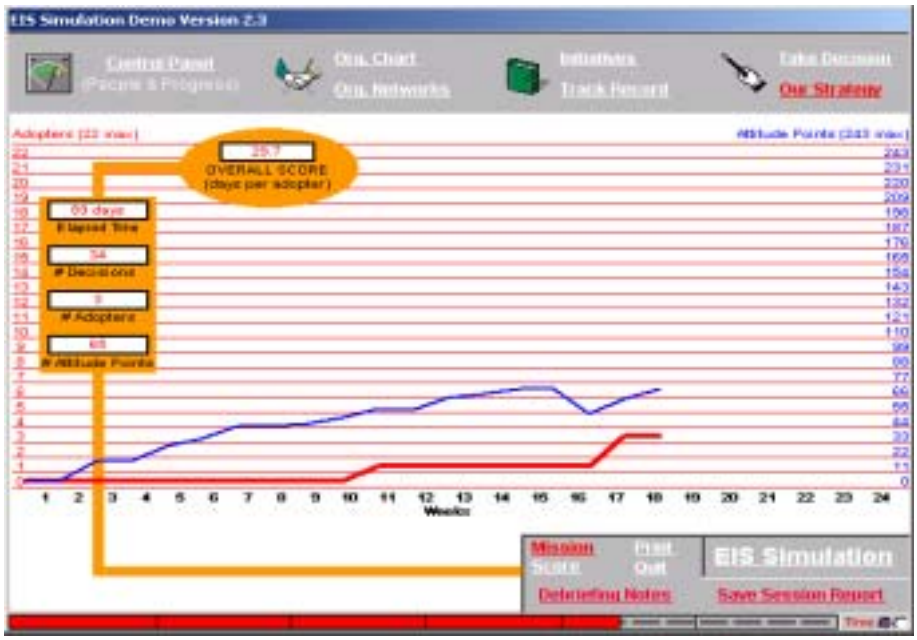


Figure 11

- Make it clear to the participants that they are not required to complete the 6 simulated months in the time frame.

©Alphalabs, 2000-2002

3 Trainer's Role during the Simulation

During the simulation the trainer should not intervene, except for providing clarifying questions on the user interface. If participants try to get insights about the dynamics of the process (e.g. events, feedback, behaviour and attitude of the managers, etc.) the trainer should simply invite them to reflect on what would happen in a real organisation, given that the logic underlying the simulation is based on observations and analysis of a variety of such real processes.

Process-wise, the trainer should monitor that groups do not spend more than 30 minutes in discussing a general strategy and invite such groups to put theory into practice, with the remark that they are going to operate on a dynamic system which will change over the simulated 6 months. It is only by trying to "act" on the organisation that they are going to discover the effective behaviour of the managers and thus be able to adapt their strategy.

After approximately one hour, the trainer should ask (loudly) the different groups how many adopters they already have. Given that, on average, no group will have adopters (or maximum a few) this might help some groups in realizing that they are not doing as "badly" as some of them might think (given that all the other groups are not doing much better).

Approximately 10 minutes before the end of the time frame, the trainer should "force" the groups to take one or two further decisions and then fill in the Final Overview Sheet by clicking on the "Score" button and copying the information provided on that screen. This is best done if groups have a copy of the Final Overview Sheet on a transparency. They can then put their transparency on the screen, draw the curves and the numeric values, and then use the transparency in class.

Besides providing explanations, the role of the trainer during the simulation is more the one of an **observer**. Try to note some of the experiences the groups go through and any other events (including group dynamics) which might be interesting to bring up during the debriefing session.

It is advisable to have a short break at the end of the simulation before starting the class debriefing session.

©Alphalabs, 2000-2002

4 Successful Debriefing Sessions

Start by re-emphasising the fact that the objective of simulations, in a pedagogical context, is "learning" rather than "winning" and that often the most interesting insights come from groups who went through a relatively unsuccessful - and sometimes frustrating - experience (in terms of number of adopters). After this introduction, start **collecting the scores**, noting the group numbers, the number of adopters and the overall score (the rate of adoption displayed on the Final Overview Sheet obtained by dividing the total number of adopters by the number of elapsed days) on the blackboard or on a transparency.

After collecting the scores, it is advisable to start a generic discussion on what were the "key success factors" and "key unsuccessful factors" identified by the groups with the highest and lowest scores. To stimulate the discussion, prepare a transparency with the heading "Winning Strategy", divide the sheet in 2 columns with the headings "+" and "-", and note down the contributions of the participants.

4.1 Relevant Discussion Topics

The common filling in of the "Winning Strategy" sheet will stimulate the discussion of different points. Starting with the contributions of participants, the trainer might bring up the issues described in the following sections:

- **Generic tendency to resist change in organisations**

Starting with a question such as "Did different managers react differently to your efforts?" the trainer can focus on individual differences in attitude, and discuss Figure 12 (distribution of normal population in the 5 categories "Innovators", "Early Adopters", "Early Majority", "Late Majority" and "Resisters").

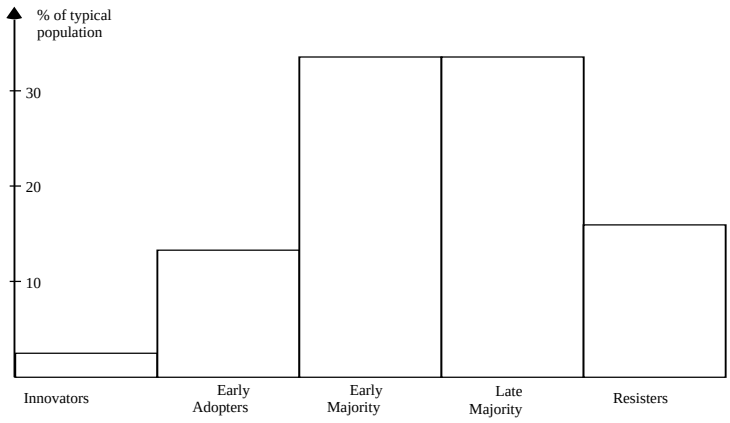


Figure 12

©Alphalabs, 2000-2002

The discussion of this specific issue can be extended by asking the participants to evaluate their personal attitude and/or by asking the participants to identify a "typical profile" for innovators or resisters ("How do you spot them ?").

Information about the initial attitude of the managers in the simulated organisation can be provided using the table of Figure 13.

"INNOVATOR"

Mel Schmidt (Sales & Marketing Manager)
Frank Scotti (Director of Design)
Tina Fein (Organisational Effectiveness Manager)

"EARLY ADOPTER"

Linda Dubois (Advertising Manager)
Ernest Stone (Director of Customer Relations)
Ken Lee (Asia-Pacific Factory Manager)

"EARLY MAJORITY"

Urs Dodd (Logistics Manager)
Jean Bonnain (U.S. Factory Manager)
Rob Boss (Training Manager)
Pam Kahn (Product Design Manager)
George Glenn (Director of Human Resources)
Quentin Ryan (Manufacturing Design Manager)
Victoria Strong (Treasury Manager)

"LATE MAJORITY"

Ann Finkelbaum (CEO)
Donald Pierce (Director of Manufacturing)
Hillary Ross (Director of Finance)
Omar Schal (Laboratory Manager)
Wilma Long (Purchasing Manager)

"RESISTER"

Nick Meyer (Quality Manager)
Silvia Linn (Comp'n & Benefits Manager)
Ivan Skull (Europe Factory Manager)
Xavier Ras (Legal Affairs Manager)

Figure 13

©Alphalabs, 2000-2002

- **Change management strategies: Bottom-up, Top-down, or how else?**

The discussion of different attitudes towards change (see previous section) can lead to comparing different strategies adopted by the groups. Did they try to convince the innovators first, or did they concentrate their efforts on the resistors, or did they try to "push up" everybody uniformly through the four stages of awareness, interest, trial and adoption? Help the participants to understand the pros and cons of every approach and re-emphasize that we have to be aware that everybody - at different speeds - needs to go through these 4 phases. Ask the participants to characterise the stages in more detail ("Awareness" being the stage in which at least the existence of the innovation is acknowledged, "Interest" being the stage in which an individual starts to be curious about the innovation and wants to have more information about how it works, potential benefits, etc., "Trial" being the stage in which an individual is willing to invest time in evaluating the costs and benefits of the innovation, in assessing the probability of its success, and in trying it out on a small scale or in a pilot project, "Adoption" being the stage in which an individual fully accepts and integrates the innovation in his/her working practice)

- **Appropriateness of Organisational Development initiatives**

An interesting issue which can be discussed in more detail is the appropriateness of OD initiatives. Ask the participants if, when and with whom different tactics worked or did not work. Help them to understand that different initiatives might work better with individuals who are in a given stage of the adoption process (see Figure 14).

DIAGNOSIS	AWARENESS	INTEREST	TRIAL
Personal Profile Task Forces Coffee Break Networks	Internal Magazine Electronic Mail Face-to-Face Meeting Memorandum	Seek Advice Management Training Workshop Face-to-Face Meeting Staff Meeting Discussion Questionnaire External Speaker	Directors Meeting Face-to-Face Meeting Pilot Test

Figure 14

Discuss the effectiveness of the other initiatives not mentioned in Figure 14 ("risky" initiatives such as covert lobbying and directive) and discuss with the participants if their real experiences of applying such initiatives match their experiences during the simulation, and which other initiatives they might have used in practice.

©Alphalabs, 2000-2002

- **Importance of social and informal Networks**

Another important issue to be discussed independently or in relation to the "Bottom-up or Top-down Strategies" issue mentioned before, is the importance of "invisible" networks of influence. Note that, especially when thinking about the "Top" or the "Bottom" of an organisation, we tend to refer to the representation provided by the organisational chart. Often, this is not the appropriate starting point for detecting the real power and influence relationships in an organisation. Elicit examples of managers (in the EIS Simulation) who are high up in the organisation but do not have a big influence on the spread of the innovation, and vice-versa. Emphasise how the knowledge of social and informal networks can help in identifying efficient change strategies. A checklist such as the one displayed in Figure 15 (derived from [23]) can be used to summarise key points related to technological innovation and power.

- Whose **cooperation** will I need to accomplish what I am attempting; whose **support** will be necessary in order to get the appropriate decisions made and implemented?
- Whose **opposition** could delay or derail what I am trying to do?
- Who will be **affected** by what I am trying to accomplish, in either:

  (a) their power or status,
  (b) how they are evaluated and rewarded, or
  (c) in how they do their job?

- Who are the **friends** and **allies** of the people I have identified as influential?

Figure 15

- **"Gatekeepers", "Catalysts" and "Champions"**

Discuss with the participants the importance of identifying early enough in the process, all those managers who might play a special role as "gatekeepers" (such as the Personal Assistant, Urs Dodd, etc.), and in concentrating efforts on individuals who might play a "catalytic" role in speeding up the process (such as having the CEO adopt, convince the Training Manager early enough, etc.). The analysis of such "special" people in organisations can be used to re-emphasise the importance of careful planning of the change implementation process and of gathering enough information before starting.

- **The Importance of "Not Giving Up"**

Use observations you have made during the simulation on group dynamics to discuss the issue of allocating enough time and resources to change processes, which are often longer and more frustrating than expected by "change agents". Point out that innovations in organisations often fail because the change agent(s) gives up too early given the slow or initially cautious response of other managers and employees. Try to elicit concrete examples from the participants of cases where the "fruits of the hard ground work" only come together towards the end of the process.

©Alphalabs, 2000-2002

4.2 Summary of "Traps"

The type of discussions which can arise during the debriefing session strongly depends on the type of group and on the pedagogical objectives of the trainer. A generic way of concluding is to propose a list of "traps" which we often fall into when trying to implement a major change in organisations. Such a list of traps - reflecting the issues discussed in the previous section - should contain at least the points listed in Figure 16:

- Poor allocation of **TIME** and other resources
- Blindness of **PROCESS DYNAMICS**
- Inappropriate use of **INITIATIVES**
- Limited **INFORMATION GATHERING**
- Underestimation of **NETWORKS**

\+ other innovation-specific (e.g. EIS-specific) factors

Figure 16

©Alphalabs, 2000-2002

5. Bibliography

1. Angehrn, A.A., "Computers that Criticize You: Stimulus-Based Decision Support Systems", *Interfaces,* 23, 3, May-June 1993, 3-16.

2. Angehrn, A.A. and Manzoni J-F. “Understanding Organizational Dynamics of IT-Enabled Change : A Multimedia Simulation Approach”
3. *Journal of Management Information Systems,* Winter 97-98, Vol. 14, n°3, 109-140.

4. Angehrn, A.A. and Nabeth T. “Leveraging Emerging Technologies in Management Education : Research and Experiences”, *European Management Journal,* June 1997, Vol. 15, n° 3, 275-285.

5. Angehrn, A.A. and Manzoni J-F. “A High-Tech Spin on Organizational Learning” *Chief Executive, April 1996*

6. Barrow, C., "Implementing an Executive Information System: Seven Steps for Success", *Journal of Information Systems Management,* Spring 1990, 41-46.

7. Beckhard, R., and R.T. Harris. *Organizational Transitions* and *Managing Complex Change*. Reading, Mass.: Addison-Wesley, 1978.

8. Beer, M., R.A. Eisenstat, and B. Spector, "Why Change Programs Don't Produce Change", *Harvard Business Review*, November-December 1990, 158-166.

9. Bucknall, C., "A Management Guide to Executive Information Systems", *Industrial Management Data System*, Vol. 3, 1991, 6-7.

10. Cottrell, N. and K Rapley, "Factors Critical to the Success of Executive Information Systems in British Airways", *European Journal of Information Systems*, Vol. 1, No. 1, Jan. 1991, 65-71.

11. Crockett, F., "Revitalizing Executive Information Systems", *Sloan Management Review*, Summer 1992, 39-47.

12. Eason, K.D. "The Process of Introducing Information Technology". *Behaviour and Information Technology*, 1, 197-213, 1982.

©Alphalabs, 2000-2002

13. Eason, K., *Information Technology and Organisational Change*. Taylor and Francis Inc, PA, 1988.

14. French, W.L., and C.H. Bell. *Organization Development*. 2nd ed. Englewood Cliffs, N.J.:PrenticeHall973.

15. Friend, D., "EIS and The Collapse of the Information Pyramid", *Information Center*, March 1990, 22-28.

16. Glover, H., H.J. Watson, and R. Rainer, "210 Ways to Waste an EIS Investment", *Information Strategy: The Executive's Journal*, Winter 1992, 11-17.

17. Hedberg, B. "Using Computerised Information Systems to Design Better Organisations and Jobs". In Bjorn-Andersen, N. (ed.), *The Human Side of Information Processing* (Amsterdam: North-Holland), 1980.

18. Irving, R.H., C.A. Higgins and F.R. Safayeni. "Computerised Performance Monitoring Systems: Use and Abuse". *Communications of the ACM*, 29.8, 794-801, 1986.

19. "Multimedia Innovation in the Learning Process" *Inside Insead* , summer 1994, Vol. 2, n° 4

20. Janson, M. "Applying a Pilot System and Prototyping Approach to Systems Development and Implementation". *Information and Management*, **10**, 209-216, 1986.

21. Jick, T., *Managing Change: Cases and Concepts*, Richard D. Irwin, Inc., 1993.

22. Keen, P. "Information Systems and Organisational Change". *Communications of the ACM*, 24.1, 1981.

23. Kotter, J. and L. Schlesinger, "Choosing Strategies for Change", *Harvard Business Review* (March-April 1979).

24. Leonard-Barton, D. and W. Kraus, "Implementing New Technology", *Harvard Business Review*, November-December 1985.

25. Main, J., "At Last, Software CEOs Can Use", *Fortune*, Mar, 13, 1989, 43-46.

26. Matthews, R., and A. Shoebridge, "EIS - A Guide for Executives", *Long Range Planning*, Vol. 25, No. 6, 1992, 94-101.

27. Mayon-White, B., *Planning and Managing Change*. The Open University, 1986.

©Alphalabs, 2000-2002

28. Pfeffer, J., *Managing with Power: Politics and Influence in Organisations*, HBS Press, 1992.

29. Rickards, T. "Making New Things Happen", *Technovation*, Vol. 3, 119-31, 1985.

30. Rogers, E.M., and F.F. Shoemaker. *Communication of Innovations: A Cross-Cultural Approach*. New York: Free Press, 1971.

31. Tang, V., "The Organizational Implication of an EIS Implementation", *Journal of Systems Management*, November 1991, 10-12.

32. Watson, H.J. and H. Glover, "Common and Avoidable Causes of EIS Failure", *Computerworld*, Dec 4, 1989, 90-91.

©Alphalabs, 2000-2002

INITIATIVES

APPENDIX

- **SEEK ADVICE**: Organise a meeting with any one member of the top management team in order to get some advice on how to approach the EIS project in the most effective manner. (2 days) ***NOTE*** – You will not actually receive advice in the feedback message; the aim is to influence the person you visit by taking the 'humble' approach.

- **PERSONAL PROFILE**: Build a personal profile on any five members of the top management team by talking informally with some junior managers. (2 days) ***NOTE*** – Each person's profile includes a qualitative description of the individual and an indication of how difficult it will be to move that individual through the four change phases.

- **TASK FORCES**: Discover which top managers are on the company's three main task forces. (1 day) ***NOTE*** – These membership lists will not change, and will remain available throughout the simulation.

- **INTERNAL MAGAZINE**: Ask the editor of the internal magazine to include a short article you write on the advantages that Executive Information Systems can bring to managers. (3 days) ***NOTE*** – This magazine is distributed to all of the top management team. The article is about the generic advantages of EIS, and does not include any company specific information.

- **DIRECTIVE**: Try to convince the CEO to send out a directive to everyone on the top management team insisting that they start using the EIS in two weeks' time. (7 days) ***NOTE*** – You spend several days writing a draft of this directive to give to the CEO.

- **COVERT LOBBYING**: Without the formal approval of the Directors concerned, suggest to a group of selected Managers that they meet the CEO to lobby for the implementation of the EIS. (8 days) ***NOTE*** – This initiative assumes that you have identified the appropriate Managers to approach, and does not require you to specify them.

- **ELECTRONIC MAIL**: Send a brief electronic mail to everyone on the top management team explaining your ideas on why an EIS makes sense for them. (1 day) ***NOTE*** – All of the top managers have an individual E-mail account.

- **MANAGEMENT TRAINING**: For five members of the top management team, organise a week long residential training programme at a nearby business school on the potential benefits of an EIS and how to actually use such a system. (5 days) ***NOTE*** – You do not attend the programme, but it takes a considerable amount of your time to plan it.

- **DIRECTORS MEETING**: Organise a special interdepartmental meeting in the main conference room with all the five directors and the CEO to share and discuss thoughts and plans for the EIS project. (3 days) ***NOTE*** – Directors are informed that they can also bring along

- **WORKSHOP**: Help one of the top managers to organise and lead a demonstration and discussion session on EIS for all the top managers interested in the topic. (5 days) ***NOTE*** – This will provide the opportunity for the workshop leader to share and gather views and experiences on EIS.

- **FACE-TO-FACE MEETING**: Fix a meeting with one of the top managers in order to persuade him/her that the EIS would make sense to implement. (1 day) ***NOTE*** – The meeting will take place in the manager's office.

- **COFFEE BREAK**: Spend some time at the company bar in order to see which groups of top managers meet regularly for a coffee. (3 days) ***NOTE*** – These groups will not change, and the list will remain available throughout the simulation.

- **MEMORANDUM**: Write and send to any five of the top managers a brief memo on how some of the specific features of the EIS will improve transparency of information flows in the company. (1 day) ***NOTE*** – This is distributed in the company internal mail system.

- **PILOT TEST**: Try to get commitment from one of the top managers by asking him/her to organise a two-week-long pilot test of the EIS in his/her department using current company data. (4 days) ***NOTE*** – This will involve setting up the EIS on all the department's computers and providing users with the appropriate training.

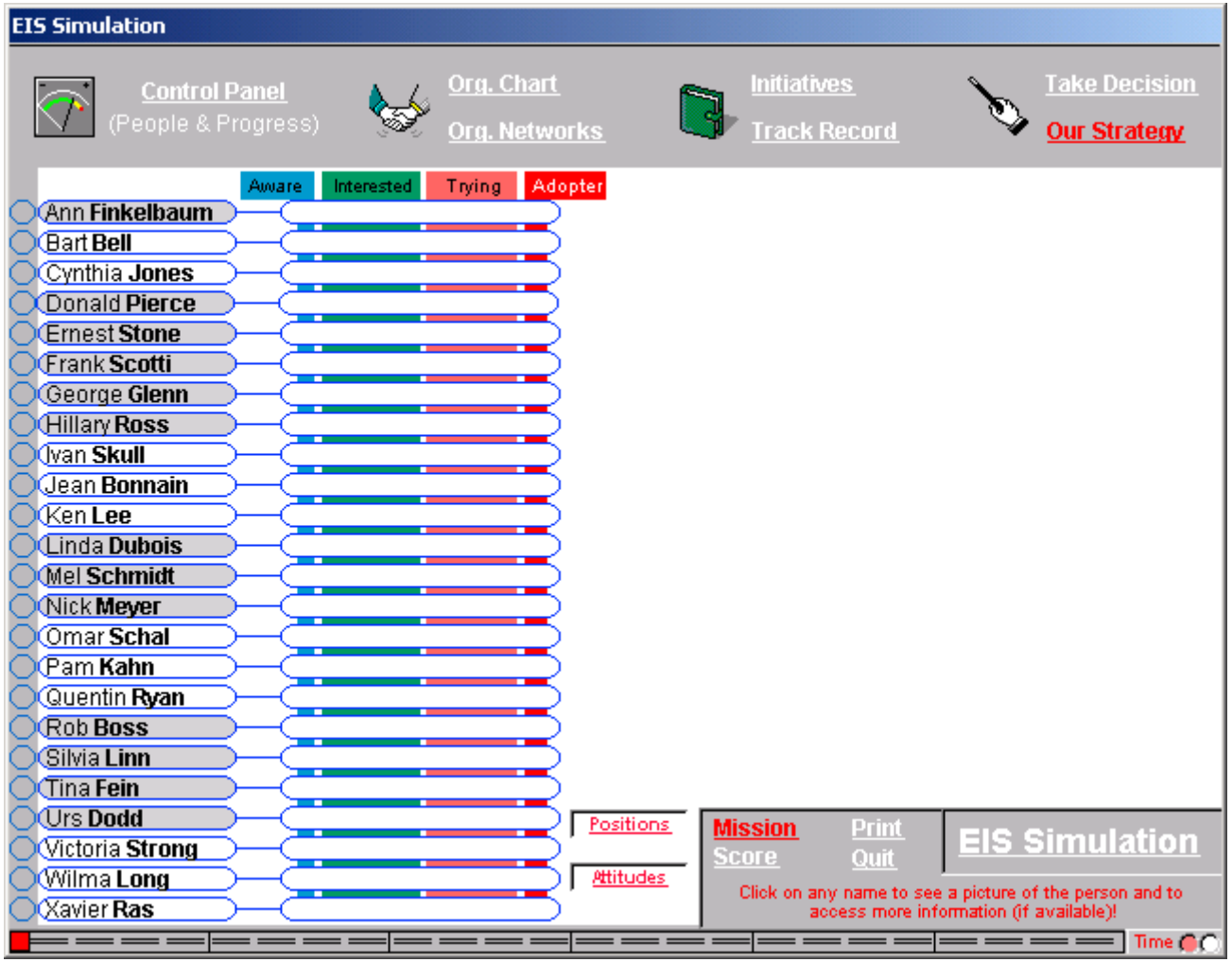
- **STAFF MEETING DISCUSSION**: Develop a slide show on the EIS, and present it during the regular weekly top managers staff meeting. (5 days) ***NOTE*** – The presentation includes potential applications of the EIS within the different departments. All members of top management are in principle expected to attend these meetings.

- **QUESTIONNAIRE**: Write and distribute to all the top managers a questionnaire aimed at assessing their current level of interest in becoming regular EIS users. (2 days) ***NOTE*** – The main objective of using this questionnaire is to demonstrate your approach to the project rather than gathering additional information.

- **EXTERNAL SPEAKER**: Organise a speaker event in which Professor Tom Petersen, an expert on Executive Information Systems, will deliver an address entitled: "EIS: Liberating Information in the Organisation". (5 days)

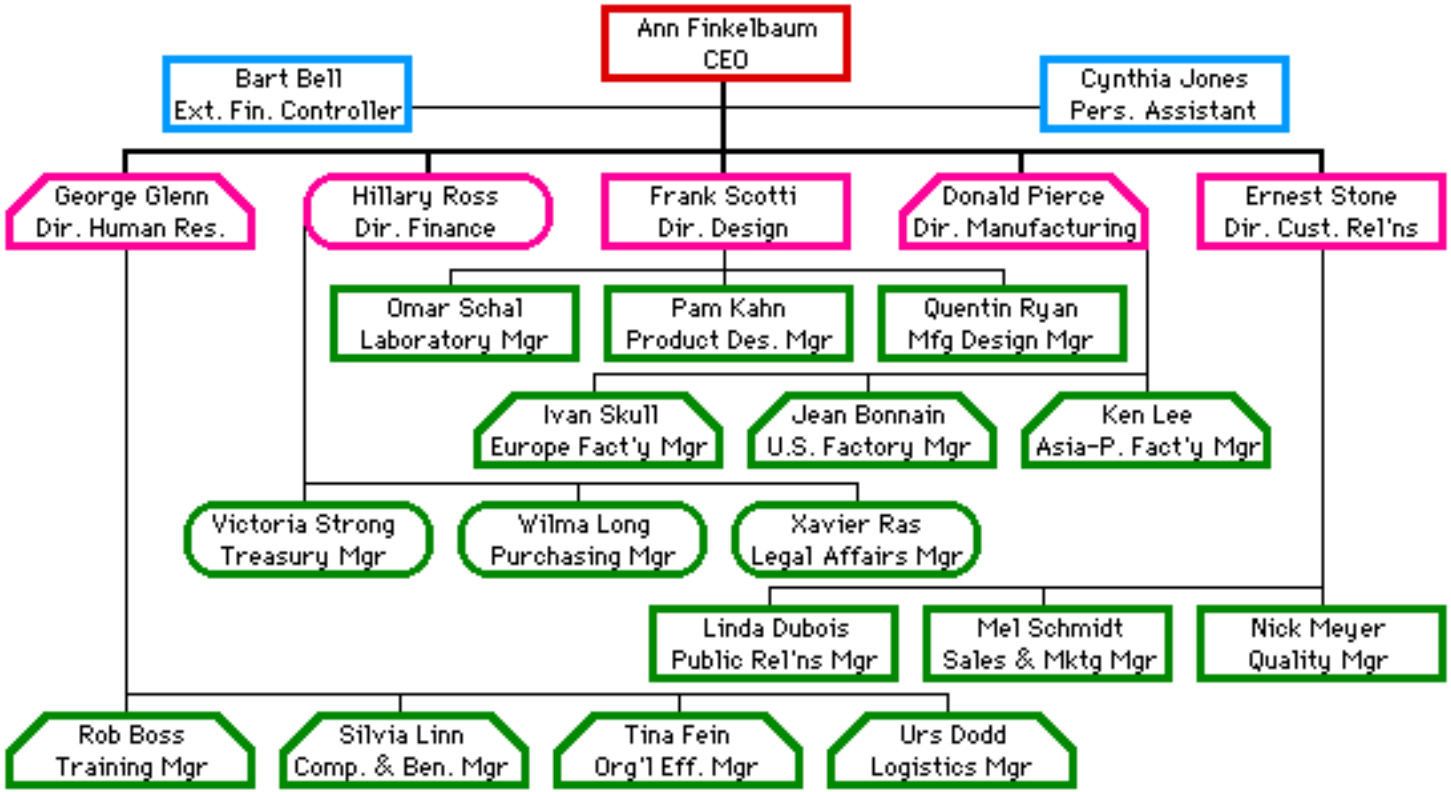
- **NETWORKS**: Spend some time observing or finding out which top managers go together regularly to the company health club, who is involved in the local charity campaign, and who is looking informally at environmental issues together. (5 days) ***NOTE*** – These groups will not change, and the lists will remain available throughout the simulation.

©Alphalabs, 2000-2002



©Alphalabs, 2000-2002

Teleswitches Limited (subsidiary of Eurocomm)



©Alphalabs, 2000-2002

Manager Checklist

Ann Finkelbaum	**CEO**							
Bart Bell	**External Financial Controller**							
Cynthia Jones	**Personal Assistant**							
Donald Pierce	**Director of Manufacturing**							
Ernest Stone	**Director of Customer Relations**							
Frank Scotti	**Director of Design**							
George Glenn	**Director of Human Resources**							
Hillary Ross	**Director of Finance**							
Ivan Skull	**Europe Factory Manager**							
Jean Bonnain	**U.S. Factory Manager**							
Ken Lee	**Asia-Pacific Factory Manager**							
Linda Dubois	**Public Relations Manager**							
Mel Schmidt	**Sales & Marketing Manager**							
Nick Meyer	**Quality Manager**							
Omar Schal	**Laboratory Manager**							
Pam Kahn	**Product Design Manager**							
Quentin Ryan	**Manufacturing Design Manager**							
Rob Boss	**Training Manager**							
Silvia Linn	**Compensation & Benefits Manager**							
Tina Fein	**Organisational Effectiveness Manager**							
Urs Dodd	**Logistics Manager**							
Victoria Strong	**Treasury Manager**							
Wilma Long	**Purchasing Manager**							
Xavier Ras	**Legal Affairs Manager**							

©Alphalabs, 2000-2002

Manager & Initiative Checklist

		"INDIVIDUAL" Initiatives				"GROUP" Initiatives		"INFORMATION GATHERING" Initiatives				
		Face-to-Face Meeting	Seek Advice	Work-shop	Pilot Test	Management Training	Memo randum	Personal Profile	Coffee Break	Networks	Task Forces	
Ann Finkelbaum	CEO											Covert Lobbying
Bart Bell	External Financial Controller											
Cynthia Jones	Personal Assistant											
Donald Pierce	Director of Manufacturing											Directive
Ernest Stone	Director of Customer Relations											
Frank Scotti	Director of Design											
George Glenn	Director of Human Resources											Directors Meeting
Hillary Ross	Director of Finance											
Ivan Skull	Europe Factory Manager											
Jean Bonnain	US Factory Manager											Electronic Mail
Ken Lee	Asia-Pacific Factory Manager											
Linda Dubois	Public Relations Manager											
Mel Schmidt	Sales & Marketing Manager											External Speaker
Nick Meyer	Quality Manager											
Omar Schal	Laboratory Manager											
Pam Kahn	Product Design Manager											Internal magazine
Quentin Ryan	Manufacturing Design Manager											
Rob Boss	Training Manager											
Silvia Linn	Compensation & Benefits Manager											Questionnnaire
Tina Fein	Organisational Effectiveness Manager											
Urs Dodd	Logistics Manager											
Victoria Strong	Treasurer Manager											Staff Meeting Discussion
Wilma Long	Purchasing Manager											
Xavier Ras	Legal Affairs Manager											

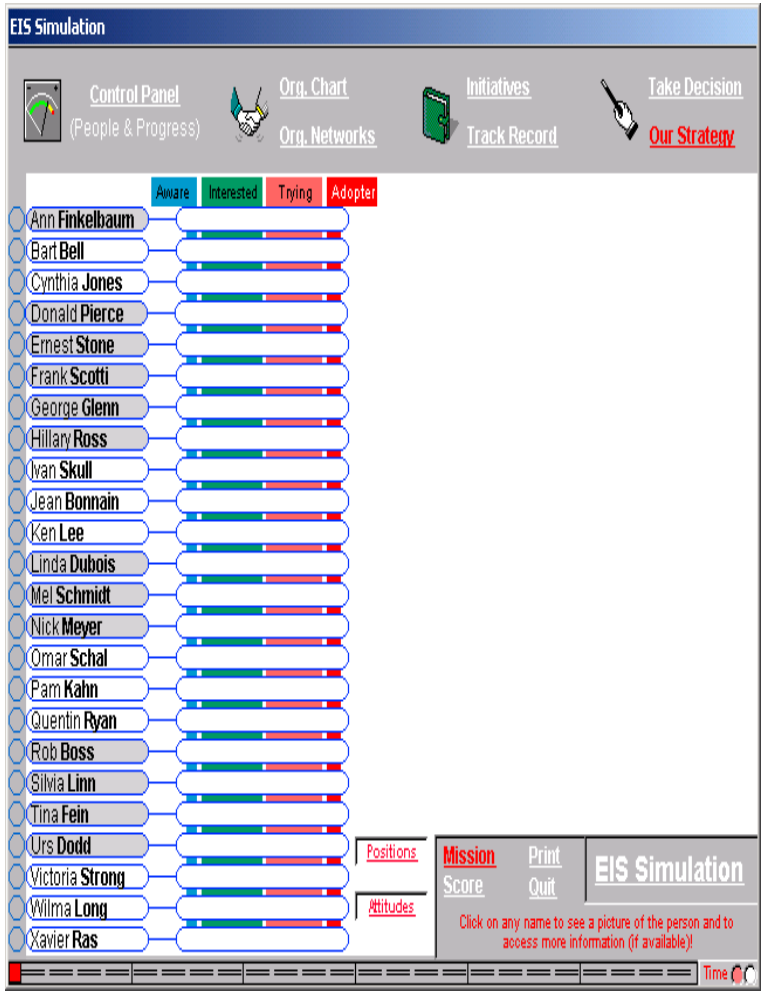
©Alphalabs, 2000-2002

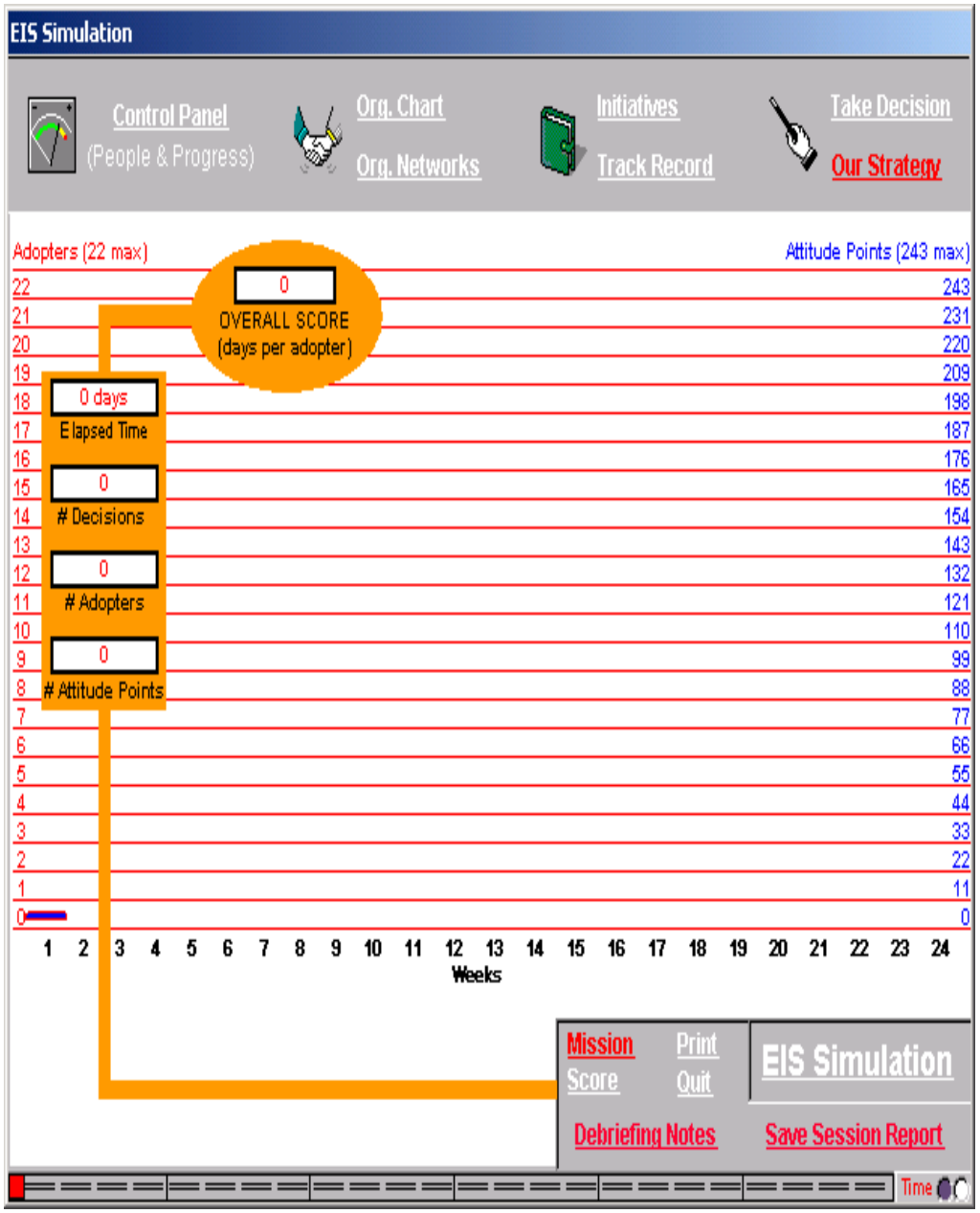
FROM OUR EXPERIENCE ....

DO	DON'T

©Alphalabs, 2000-2002

Your Team


EIS Simulation
Control Panel
(People & Progress)
Org. Chart
Org. Networks
Initiatives
Track Record
Take Decision
Our Strategy
Aware
Interested
Trying
Adopter
Ann Finkelbaum
Bart Bell
Cynthia Jones
Donald Pierce
Ernest Stone
Frank Scotti
George Glenn
Hillary Ross
Ivan Skull
Jean Bonnain
Ken Lee
Linda Dubois
Mel Schmidt
Nick Meyer
Omar Schal
Pam Kahn
Quentin Ryan
Rob Boss
Silvia Linn
Tina Fein
Urs Dodd
Victoria Strong
Wilma Long
Xavier Ras
Positions
Attitudes
Mission
Score
Print
Quit
EIS Simulation
Click on any name to see a picture of the person and to access more information (if available)!
Time


EIS Simulation
Control Panel
(People & Progress)
Org. Chart
Org. Networks
Initiatives
Track Record
Take Decision
Our Strategy
Adopters (22 max)
Attitude Points (243 max)
0
OVERALL SCORE
(days per adopter)
0 days
Elapsed Time
0
Decisions
0
Adopters
0
Attitude Points
Weeks
Mission
Score
Print
Quit
EIS Simulation
Debriefing Notes
Save Session Report
Time